

Extended School Closure for Students with IEPs due to COVID-19
Special Education Question and Answer Document
(3/18/20)

The department has developed this document to respond to questions that we have received regarding special education requirements during this unprecedented time. We will continue to provide updates as we receive more information. We would also like to encourage districts to provide learning opportunities to students if possible so students can make educational progress despite the significant disruption of school closures. This includes providing students with disabilities access to these opportunities to the greatest extent possible during this public health emergency. If some services cannot be provided or minutes are reduced, the LEA must consider, whether and to what extent, compensatory services are required once the school reopens. These determinations must be made on an individual student basis.

1. When a school is closed under a public health order and no hours of instruction are being provided to students, must special education services be provided?

No. If a school is closed for an extended period of time under a public health order (generally more than ten consecutive school days) and hours of instruction are not being provided to students in regular education, then the local educational agency (LEA) is not required to provide services to students with disabilities during the closure. Once school resumes, LEAs must make every effort to implement Individualized Education Plans (IEPs) and must consider, on an individualized basis, whether and to what extent, compensatory services are required due to the closure.

2. When a school is closed under a public health order, and educational services are not being provided to students in a district, can districts consider providing some special education services to some students? How should districts determine what services can or should be provided?

Yes. While an LEA is not required to provide services to students with disabilities during closures when it is not providing instruction to students, schools can determine, on an individualized basis, whether to provide some services to minimize the long-term impact a disruption in educational services will have on some students with disabilities. When an LEA is aware that due to a student's unique, disability-related needs, the student will likely experience significant regression due to the absence of the student's educational program, providing some level of services can mitigate some of the student's losses and reduce the need for expending excessive time and effort re-teaching the student when school resumes. School closures may prohibit the provision of services on a face-to-face basis, but LEAs should consider whether providing some

services using an alternative format would be appropriate. To determine the services to be provided during the school closure, LEAs may hold virtual IEP team meetings, or with parent agreement, use the Notice of Changes to IEP Without An IEP Meeting (DPI Model Form I-10) form to make revisions to an IEP.

3. When a school is closed under a public health order and no hours of instruction are provided, but some learning opportunities such as packets are made available, must students with disabilities also have access?

Yes. LEAs should ensure that students with disabilities have equal access to these opportunities to the greatest extent possible. In doing so, LEAs should consider whether IEPs need to be revised to allow for access.

4. When a school is closed under a public health order and hours of instruction are being provided through online learning, are special education services required?

Yes. If a school provides hours of instruction through online learning, the LEA must ensure that the special education and related services are provided to the greatest extent possible. The LEA must also determine if the student needs additional supports to access online learning. If some services cannot be provided or minutes are reduced, the LEA must consider, whether and to what extent, compensatory services are required once the school reopens. These determinations must be made on an individual student basis.

5. What if the hours of instruction for all students are not the length of a typical school day? (e.g., Students are receiving three hours of online instruction each day)

If the hours of instruction for all students are reduced, then the LEA should consider whether the amount of special education and related services should be adjusted in response to the revised length of the school day.

6. When a school is closed, may IEP team meetings be conducted virtually or through conference calls?

Yes, in order to minimize contact with others, an IEP team meeting may be conducted through virtual technology or through a conference call. All required IEP team members should participate unless appropriately excused.

7. May LEAs use the *Notice of Changes to IEP Without An IEP Meeting* (DPI Model Form I-10) form to make revisions to an IEP, including changes in placement?

Yes, necessary changes to IEPs, including changes in placement, stemming from school closures ordered by the state or recommended by local health departments may be made without an IEP team meeting using the *Notice of Changes to IEP Without An IEP*

Meeting form (DPI Model Form I-10) if the parent agrees and if it is during the duration of the closure.

8. Does the requirement that initial and reevaluations must be completed within 60 days of receiving parent consent still apply?

If a student is not available because the school is closed, the timeline may be extended. LEAs should maintain documentation as to why the timeline was extended, and communicate to the parent as to why the evaluation cannot be completed within the 60 days. If the IEP team determines that there is sufficient data to determine eligibility, then the IEP team should proceed to determine eligibility, and it would be appropriate to conduct the meeting through virtual technology or a teleconference.

9. How do we document that a student is not available for evaluation?

There is no form to document an exception to the 60-day timeline. LEAs should be sure to communicate the situation to the parent, make a memo in the student's file, and conduct the evaluation as quickly as possible once school resumes.

10. What about other timelines such as "15 business days to review existing data" and the annual review of the IEP?

LEAs should make every attempt to comply with the required timelines, including conducting annual IEP team meetings. The review of existing data can take place with the required IEP team members outside of an IEP team meeting, and input gathered via email or phone call.

Annual IEP team meetings should be conducted through alternative means such as conference calls or virtual technology. However, during a school closure due to a public health order, IEP team meeting timelines may be extended only if:

- The LEA has reasonably determined the use of virtual technology is not a suitable method of conducting the required meeting; or
- Information necessary for the IEP team's deliberation is not attainable due to recommendations of the state or local health departments.

We understand that information about the COVID-19 continues to change, and updated information will be posted on the [DPI COVID-19 web page](#). The department will continue to update this document to address new questions, as well as when we receive additional information.